

FEAST METHODOLOGY CHECKLIST

- 1 Help parents understand the key role that they play in supporting their children's learning.**

Openly acknowledge that parents are uniquely knowledgeable about their children's interests and abilities, and that they already consciously or unconsciously act to support their children's learning.
- 2 Help parents reflect on their role as mediators.**

Make sure that parents understand the purpose of their own engagement and are thus complicit in developing their facilitation skills.
- 3 Equip parents with skills to enhance their own and their children's engagement with the topic.**

Help parents engage with their children in the inquiry process by encouraging them to: make observations; pose questions; assess sources of information; reflect on their own prior knowledge; plan investigations; gather, analyse, and interpret data; propose explanations and predictions. Provide them with explicit instructions about other key facilitation techniques, such as asking open questions and 'wh' questions (what?, where?, why?).
- 4 Enhance the interest of parents and their knowledge of the subject matter.**

Provide parents with content information and/or new abilities to support their own personal learning: improving an adult's knowledge and skills will equip them with the confidence and competence to support their children's learning. Workshops should include varying levels of content information and complexity so as to satisfy the different learning requirements of adults and children.
- 5 Support collaboration between parent and child.**

Design activities and spaces to enable and encourage active engagement of both children and adults. Be sensitive and keep in mind that every individual is different and that family dynamics can vary: react accordingly to different situations.
- 6 Encourage activities in which each member of the family finds his/her own role.**

Help parents find a balance between active and supportive roles (observing, inspiring, discussing, explaining, etc) by encouraging parents either to join in with an activity and/or leave more space for their child.
- 7 Use parents' and children's already-existing knowledge as the starting point for investigations.**

Value the insights that wrong answers and misconceptions can provide. Mistakes and confusions can be used as a resource to explore the reasons why some answers are better than others. Push thinking beyond existing limits. Imagination, emotions, and personal opinions are also useful tools to build common and personal understanding.
- 8 Support engagement in the processes of inquiry and research.**

Encourage participants to take up the role of 'researcher' in their own right, pursuing a personalised learning journey that supports open-ended experiences with individual, non-standardised results. The priority of the workshop activities is not to 'teach' the subject knowledge related to the topic but rather to engage participants with the process of learning.
- 9 Encourage hands on experimentation and conversation.**

Experimentation and conversation tend to support teamwork and make it easier for family members (including parents) to find a suitable collaborative role. Conversation can also serve to prompt exploration, enhance the skills of negotiation and support the consolidation of ideas and choices.
- 10 Strengthen learning by linking it to family life.**

Think about how families might continue conversations and activities at home. Openly suggest ways to reinforce the (hopefully!) positive family dynamics built during workshops.